

**IMPROVING THE SYSTEM OF ADOLESCENT RELATIONS TO NATIONAL
VALUES IN COOPERATION WITH FAMILY, NEIGHBORHOOD, SCHOOL**

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ANNOTATION

This article deals with improving the system of adolescent relations to national values in cooperation with family, neighborhood, school.

Key words: *Family, national, usage, system, value.*

In recent years, large investments have been made in the early childhood field with the goal of positively affecting young children's outcomes through two areas of inquiry: (1) parenting and home visiting and (2) early childhood care and education. This commitment is underscored by President's Early Learning Initiative, with its focus on a continuum of high-quality early learning for every child in Uzbekistan from birth to age 5 and its aim of "leveling the playing field" for children from lower-income families. The family involvement research that is summarized in this report is firmly situated at the nexus of these two important areas of work, connecting what happens in the home with what happens in the school — while keeping the child and positive child development as the primary focus. Given this context and the increased expectation that education systems use research-based or evidence-based approaches in their work with families, the connection between home and school — and how best to support it — is likely a critical piece of the puzzle of how to comprehensively promote children's early learning. This report on almost 100 family involvement research studies focusing on the literacy, math, and socio-emotional skills of children ages 3 to 8 is a timely contribution to the field. It presents the most rigorous empirical work that has been conducted, primarily over the past 10 years. The review finds that parents from diverse backgrounds, when given direction, can increase their involvement with their children's learning at home and at school and that, when parents are more involved and more engaged, children tend to do better academically and socially. More importantly, this review makes explicit recommendations for further lines of inquiry and offers several implications to guide next steps in both research and practice. While there is still much more to learn about how to connect with and support families' efforts to promote children's learning across the home and school contexts most effectively, this report is a much-needed first step. Children benefit when parents and family members get involved in their learning and development. This conclusion is supported by decades of research that suggests that family engagement is positively linked to children's outcomes in preschool, kindergarten, and early elementary grades. Yet it has been unclear how families affect their children's learning at home and in school and how the establishment of a partnership between families and schools can lead to positive outcomes for children. We still do not know what aspects of family involvement are important for children's learning. For example, is it better for parents to conduct early learning activities at home or at school? And what types of early learning activities can parents do with their children that are critical to learning and development? And in what ways can schools and teachers guide and encourage parents to do these things with their children? To help answer these questions, this report summarizes the research conducted over the past 10 years on the effects of family involvement activities at home and at school on literacy, mathematics, and social-emotional skills for children ages 3 to 8. In addition, it provides new information on the impact of family involvement on these skills specifically for preschool children, and it pays special attention to the practices necessary to help prepare parents and children for the transition from preschool to kindergarten. Finally, this report identifies the gaps in knowledge that future

research should address, and it discusses how to use research findings to inform and improve practice. Several terms in this report are used interchangeably both in the field and in research. For instance, “involvement” and “engagement” are both used but convey the same meaning. And while we recognize that many individuals in a family may play important roles in a child’s learning at home and at school, most studies examine parents or caregivers; therefore, we use the words “family” and “parent” interchangeably. Finally, in this report, “children” and “students” are used synonymously. The family involvement research on both literacy and math were divided into four categories to reflect how parents support their children’s learning in a variety of ways and in different settings (Epstein, 2011; Epstein et al., 2009):

1. Learning activities at home. These studies focused specifically on the home activities that parents engage in to promote literacy, math, or both (or more general academic activities). These activities may also occur wherever children learn with their parents, such as in libraries, museums, and family resource centers.
2. Family involvement at school. These studies examined the actions and interactions that parents and other family members have while at the school building (for example, during an open house or parent-teacher conference, while participating in the classroom, or volunteering).
3. School outreach to engage families. These studies examined the strategies and practices that schools and teachers use to engage families and make them feel welcome. Special attention was paid to the processes that schools used to prepare preschool children and families for the move to kindergarten.

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